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Gateway Community Charters

Futures High School

3701 Stephens Drive, North Highlands, CA 95660
(916) 286-1904

2007-2008 School Accountability Report Card

Mission Statement

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves a life filled with enriching opportunities.

School Motto

"Future Leaders, Future Builders, Future Scholars"

School Expectations

Futures High School Students are expected to be:

Effective Communicators who:

- Read and listen reflectively and critically.
- Present information in an orderly, concise, and comprehensive manner.

Quality Producers whose:

- High expectations are seen in their work.

Critical Thinkers who:

- Collect information from a variety of sources, develop options, and make sound judgments.
- Use computers and other technological equipment proficiently.

Self-Directed Learners who:

- Set goals and diligently work to achieve them.
- Evaluate their skills and increase the knowledge they need to reach their goals.
- Adapt to changing circumstances and improved technologies.

Responsible Citizens who:

- Make informed decisions and choices, and take responsibility for their actions.
- Contribute time, energy, and resources to worthy causes.
- Stay informed of current world events and changes.
- Are aware of America's cultural diversity and respect differences.

District & School Profile

Gateway Community Charters has six charter schools and is associated with Twin Rivers School District.

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Futures High School had a beginning enrollment of 382 students in grades seven through twelve for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.3%
American Indian	0.0%
Asian	0.3%
Caucasian	97.6%
Filipino	0.0%
Hispanic or Latino	0.8%
Pacific Islander	0.3%
Multiple or No Response	0.8%

Discipline & Climate for Learning

Our goal is to have our students to be life long learners. The staff uses intervention and prevention in our discipline strategy. We hold lunch detention and after school detention for minor infractions. Staff member completes a discipline violation card for minor infractions.

Parents are contacted immediately after a discipline concern. For more serious discipline issues, referrals are completed and submitted an administrative staff.

Appropriate consequences are given to students accordingly. Parents and students are informed of school rules and policies through the Student/Parent Handbook, communication home via letters and phone calls, and the monthly Parent Forums.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Suspensions & Expulsions			
	School		
	05-06	06-07	07-08
Suspensions	35	10	38
Suspension Rate	10.7%	4.0%	9.9%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: after school clubs and sports teams.

Futures High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during fall & spring awards assemblies, assemblies for scholarships, and their names are listed in the monthly newsletters. Students can also receive Student of the Week award.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Futures High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
7th	82		70
8th	75	72	85
9th	80	72	80
10th	51	52	64
11th	30	37	48
12th	9	15	35

Dropout & Graduation Rates

Futures High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: after school tutoring, CAHSEE preparation classes and counseling.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.0%	25.0%	14.3%
Graduation Rate	100.0%	75.0%	85.7%

Class Size

Futures High School maintained a schoolwide average class size of 29.5 students and a pupil-to-teacher ratio of 22.5:1 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	26	21	29	5	9	1	5	7	12	4	-	3
Mathematics	-	24	28	-	5	3	-	6	9	-	1	2
Science	29	22	29	2	3	2	2	3	5	4	-	5
Social Science	27	24	33	1	4	1	4	5	6	3	-	6

Curriculum Development

All curriculum development at Futures High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Counseling & Support Staff

It is the goal of Futures High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:382. The table lists the support service personnel available at Futures High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Instructional Aides	2	2.0
Resource Specialist Program (RSP) Teacher	1	As Needed

Science Lab Equipment

The school is currently purchasing additional science materials. Current inventory includes the following: microscopes, slides, test tubes, test tube holders, beakers, and flasks. Contact the school office for additional information.

Instructional Materials

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school in the 2007-08 school year.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Futures High School-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
7th-12th	Foreign Language	Glencoe	2007	Yes	0.0%
7th-12th	Health	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2005	Yes	0.0%
8th	History/Social Science	Holt, Rinehart & Winston	2003	Yes	0.0%
7th	History/Social Science	Houghton Mifflin	2003	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2003	Yes	0.0%
7th-12th	Mathematics	McDougal Littell	2006	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2002	Yes	0.0%
7th-8th	Science	Glencoe	2006	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

Adequate Yearly Progress (AYP)

Met Overall AYP	School	
	English - Language Arts	Mathematics
Met Overall AYP	No	
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Rate	Yes	
Graduation Rate	Yes	

Federal Intervention Programs

	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	5	6	
Similar Schools Rank	3	1	2	
All Students				
Actual Growth	83	31	10	733
Socioeconomically Disadvantaged				
Actual Growth	75	17	23	729
Caucasian				
Actual Growth	81	28	9	732
English Learners				
Actual Growth	96	55	-1	711

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Math			Science			Social Science		
	7			8			7			8			8		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	19	40		17	30	27	46	39		13	22	46	23	44	20
State	43	46	49	41	41	45	41	39	41	38	42	52	34	35	36
Males															
School	13	30		23	22	23	45	52		24	22	52	31	44	27
State	38	42	44	37	37	41	41	39	42	41	45	54	36	36	39
Females															
School	32	45		11	43	33	48	32		3	21	38	15	43	10
State	48	51	54	45	46	50	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged															
School	21	37		16	26	29	47	39		15	23	43	27	39	19
State	28	31	34	25	26	30	27	27	30	23	29	39	19	20	22
Caucasian															
School	19	40		17	30	27	47	40		13	22	45	24	44	20
State	63	66	68	62	62	63	58	54	57	55	60	70	51	52	53
English Learners															
School	15	16		8	15	15	45	23		11	12	37	13	32	13
State	9	10	10	6	6	8	13	13	14	9	12	18	6	6	6

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	34	39	55	29	18	41	8	39	29	50	38	53	13	54	61
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	26	29	54	25	14	32	9	38	29	63	50	60	9	63	69
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	42	50	57	35	21	48	8	41	29	35	30	48	17	41	54
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	36	28	54	30	12	37	10	35	28	42	31	52	14	50	65
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Caucasian															
School	36	38	56	31	18	39	9	41	29	49	38	54	14	54	60
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
English Learners															
School	26	23	34	24	0	28	6	27	6	45	17	42	6	33	56
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Futures High School is required by the state to administer a physical fitness test to all students in seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 70.4% of seventh and 64.6% of ninth grade students were in the HFZ.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	CAHSEE By Subject					
	2005-06		2006-07		2007-08	
	School	State	School	State	School	State
English	46.5	51.1	38.6	48.6	52.5	52.9
Mathematics	53.5	46.8	40.9	49.9	55.9	51.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	47.5	47.5	5.1	44.1	50.8	5.1
Male	57.1	39.3	3.6	39.3	50.0	10.7
Female	38.7	54.8	6.5	48.4	51.6	-
White	49.1	45.6	5.3	45.6	49.1	5.3
English Learners	59.5	40.5	-	57.1	38.1	4.8
Socioeconomically Disadvantaged	51.4	48.6	-	48.6	45.7	5.7

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	71%	68%	*
Socioeconomically Disadvantaged	71%	78%	*
Caucasian	73%	73%	*
English Learners	65%	67%	*

* Data was not available at the time of publication.

UC/CSU Course Completion

Students at Futures High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

	UC/CSU Course Enrollment
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	29.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Career Technical Education Participation

Futures High School's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Futures High School have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Futures High School offers the following Regional Occupational Programs (ROP):

- Hospital
- Automotive Technology

Futures High also offers Junior Reserve Officers' Training Corps (JROTC).

Instructors fill out quarterly evaluations and hands them into the counselor. The evaluations are based on volunteer hours, attendance and weekly meetings. The main contact for the Career Technical Education Program is Lyudmila Krasnoperove.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	68
What percent of the school's pupils complete a CTE program and earn a high school diploma?	91.3%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

Teacher Assignment

For the 2007-08 school year, Futures High School had 13 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status

	School		
	05-06	06-07	07-08
Fully Credentialed	6	8	13
Without Full Credentials	1	1	3
Working Outside Subject	0	0	0

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	2
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	2
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.6%	3.4%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are tied to a performance pay stipend. Each teacher is evaluated by their administrator, a peer, and self. Criteria for the evaluation is based upon the California Standards for the Teaching Profession.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 5 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Futures High School is a responsibility shared among district administration, site administration, instructional staff and parents. Staff members participate on the Leadership Team, School Site Council, Safety Team, as Lead Teachers, in staff development, and in collaborative & professional learning communities.

Superintendent, Ms. Cindy Petersen, has over 21 years experience as an educational leader, an administrator and classroom teacher. School site support includes: BTSA Support Providers and Program and Operation Coordinators. The staff also participates in weekly staff development and coordinated team meetings.

Beginning in the 2008-09 school year, leadership duties were assumed by Principal Dawn Contreras. Principal Contreras has 24 years of experience in education.

School Facilities & Safety

Futures High School consists of 13 classrooms, a library, cafeteria, gym, administration building, and staff lounge. The D building is currently repurposed from a Masonry building into classroom space.

School safety is a primary concern of Futures High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in December 2007.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The custodial staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Parent Involvement

Parents are encouraged and participate in the school's School Site Council in which they assist in the development of the comprehensive School Site Plan. Parents are asked for their input by taking an annual parent survey in which they assess how the school site is operating and how the faculty and staff are assisting in meeting the needs of the community. We have Open House, Back-to-School-Night, monthly Parent Forums, and student Award's Nights where parents are invited to attend to see how their students are succeeding.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may, contact the Futures High School at 916-286-1904.

Expenditures & Services Funded

In addition to general state funding, Futures High School receives state and federal funding for the following categorical funds and other support programs:

- Title I
- CAHSEE Intensive
- High Priority Schools Grant

Data Sources

Data within the SARC was provided by Gateway Community Charters retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.